



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2009
Code: 10071908
SAU: Auburn School Department
School: Park Avenue Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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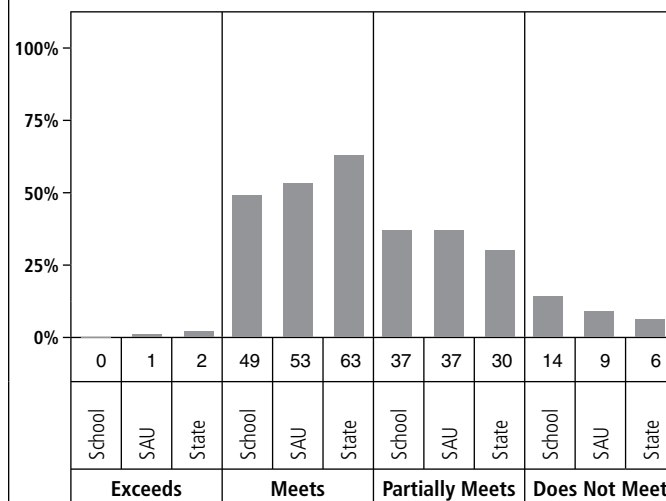
SUMMARY OF SCORES

Test Date: March 2009
Grade: 3
SAU: Auburn School Department
School: Park Avenue Elementary School

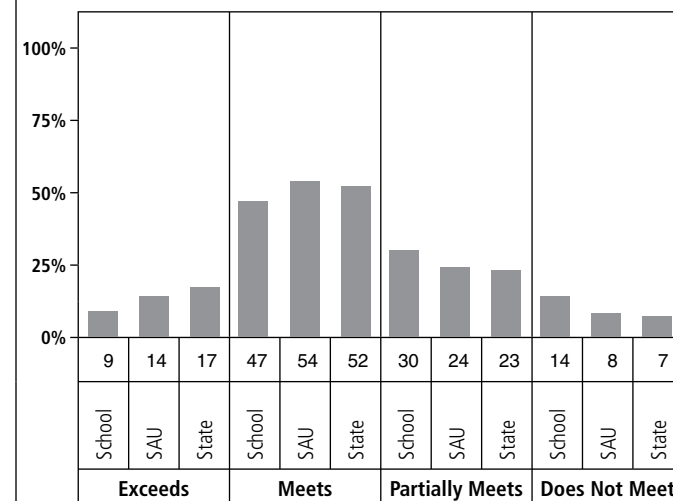
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	345	345	345
2007–2008	342	342	344
2008–2009	341	343	345
Cum. Avg.*	343	343	345
Mathematics			
2006–2007	348	346	347
2007–2008	346	345	347
2008–2009	342	346	348
Cum. Avg.*	345	346	347

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 3
SAU: Auburn School Department
School: Park Avenue Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	44	100	265	100	13763	100	43	98	264	100	13691	100	43	98	264	100	13691	100						
Ethnicity African American/Black	9	20	20	8	416	3	9	100	20	100	412	99	9	100	20	100	414	100						
American Indian or Native Alaskan	0	0	2	1	102	1	0	0	2	100	101	100	0	0	2	100	101	100						
Asian or Pacific Islander	3	7	8	3	232	2	3	100	8	100	226	97	3	100	8	100	227	98						
Hispanic	1	2	6	2	167	1	1	100	6	100	164	98	1	100	6	100	164	98						
Caucasian/White	31	70	229	86	12846	93	30	97	228	100	12788	100	30	97	228	100	12785	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	12	27	67	25	2414	18	12	100	67	100	2388	100	12	100	67	100	2388	100						
Current LEP	11	25	13	5	420	3	11	100	13	100	413	98	11	100	13	100	417	99						
Economically disadvantaged	23	52	119	45	5887	43	23	100	119	100	5847	100	23	100	119	100	5846	100						
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	18	41	157	59	10316	75	18	41	158	60	10355	75						
Identified disability (PET/IEP)	0	0	4	3	437	4	0	0	4	3	445	4						
LEP	1	6	3	2	192	2	1	6	3	2	193	2						
504 plan	0	0	1	1	83	1	0	0	1	1	83	1						
Participation with accommodations	25	57	102	38	3179	23	25	57	101	38	3152	23						
Identified disability (PET/IEP)	12	48	58	57	1757	55	12	48	58	57	1759	56						
LEP	10	40	10	10	214	7	10	40	10	10	219	7						
504 plan	0	0	1	1	63	2	0	0	1	1	64	2						
Other	4	16	34	33	1192	37	4	16	33	33	1157	37						
Participation through alternate assessment (PAAP)	0	0	5	2	194	1	0	0	5	2	184	1						
Identified disability (PET/IEP)	0	0	5	100	194	100	0	0	5	100	184	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	1	1	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	21	0						
Non-participation – other	1	2	1	0	53	0	1	2	1	0	51	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 3
SAU: Auburn School Department
School: Park Avenue Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 362–380)	2006-2007	1	2	8	3	332	2
	2007-2008	1	2	3	1	227	2
	2008-2009	0	0	3	1	262	2
	Cum. Total*	2	1	14	2	821	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 342–360)	2006-2007	28	64	153	59	8691	63
	2007-2008	26	49	140	51	8403	62
	2008-2009	21	49	137	53	8500	63
	Cum. Total*	75	54	430	54	25594	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 332–340)	2006-2007	12	27	77	30	3781	27
	2007-2008	19	36	105	38	4018	30
	2008-2009	16	37	96	37	3985	30
	Cum. Total*	47	34	278	35	11784	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 300–330)	2006-2007	3	7	20	8	1021	7
	2007-2008	7	13	27	10	938	7
	2008-2009	6	14	23	9	748	6
	Cum. Total*	16	11	70	9	2707	7

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	46	100	25.3	55.0	26.7	58.0	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	32	70	18.3	57.2	19.0	59.4	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	14	30	7.0	50.0	7.7	55.0	8.4	60.0

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 3
 SAU: Auburn School Department
 School: Park Avenue Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	43	0	0	21	49	16	37	6	14	341	259	1	53	37	9	343	13495	2	63	30	6	345
Ethnicity																						
African American/Black	9	0	0	3	33	3	33	3	33	335	20	0	35	40	25	337	402	0	40	41	18	339
American Indian or Native Alaskan	0										2					99	0	64	31	5	343	
Asian or Pacific Islander	3										8	0	13	75	13	338	222	4	63	25	8	345
Hispanic	1										6	0	83	17	0	345	162	0	51	38	10	342
Caucasian/White	30	0	0	17	57	11	37	2	7	343	223	1	55	36	8	343	12610	2	64	29	5	345
Not Reported	0										0					0						
Identified disability																						
Yes	12	0	0	4	33	5	42	3	25	339	62	0	29	45	26	337	2194	0	32	50	18	338
No	31	0	0	17	55	11	35	3	10	342	197	2	60	35	4	345	11301	2	69	26	3	346
Current LEP																						
Yes	11	0	0	2	18	5	45	4	36	334	13	0	23	46	31	335	406	0	39	41	20	339
No	32	0	0	19	59	11	34	2	6	343	246	1	54	37	8	343	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	23	0	0	9	39	8	35	6	26	339	117	0	39	44	16	340	5721	1	52	39	9	342
No	20	0	0	12	60	8	40	0	0	343	142	2	64	31	3	345	7774	3	71	23	3	346
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	43	0	0	21	49	16	37	6	14	341	259	1	53	37	9	343	13489	2	63	30	6	345
Gender																						
Female	23	0	0	15	65	8	35	0	0	345	128	2	61	34	3	344	6568	3	67	26	4	346
Male	20	0	0	6	30	8	40	6	30	337	131	1	45	40	15	341	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	8	0	0	2	25	5	63	1	13	340	34	0	26	59	15	339	2300	0	39	49	11	340
No	35	0	0	19	54	11	31	5	14	341	225	1	57	34	8	343	11195	2	68	25	4	345
Gifted/talented program																						
Yes	0										0						155	11	87	2	0	354
No	43	0	0	21	49	16	37	6	14	341	259	1	53	37	9	343	13340	2	63	30	6	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 3
SAU: Auburn School Department
School: Park Avenue Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	0	0	1	50	1	50	330	7	0	61	17	22	340	5	1	44	39	16	340
B. less than one hour	70	0	0	18	60	11	37	1	3	344	82	1	55	39	5	343	80	2	66	28	4	345
C. one to two hours	21	0	0	3	33	3	33	3	33	336	8	5	37	42	16	342	13	2	61	32	6	344
D. more than two hours	5	0	0	0	0	1	50	1	50	329	3	0	13	38	50	330	3	1	36	45	18	339
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	56	0	0	14	58	8	33	2	8	342	47	2	58	33	8	344	47	3	68	24	4	346
B. good	26	0	0	5	45	3	27	3	27	340	38	1	58	33	8	343	41	1	62	31	5	344
C. fair	12	0	0	1	20	4	80	0	0	338	10	0	35	65	0	341	9	0	51	41	8	342
D. poor	7	0	0	1	33	1	33	1	33	338	5	0	8	54	38	335	2	0	30	51	19	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	33	0	0	7	50	6	43	1	7	343	26	1	51	41	6	344	31	3	63	28	6	345
B. They match some of what I have learned.	42	0	0	10	56	6	33	2	11	342	48	2	61	31	6	344	49	2	68	26	3	345
C. They match just a little of what I have learned.	14	0	0	2	33	1	17	3	50	338	16	0	43	45	12	341	14	1	53	39	7	342
D. There is no match.	12	0	0	2	40	3	60	0	0	338	9	0	35	48	17	337	6	0	43	43	14	340
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	33	0	0	5	36	6	43	3	21	338	27	0	46	42	12	342	18	1	50	38	11	342
B. about the same as my regular schoolwork	42	0	0	8	44	8	44	2	11	341	50	2	55	38	5	344	57	2	68	26	3	346
C. easier than my regular schoolwork	26	0	0	8	73	2	18	1	9	344	23	0	57	32	12	341	25	1	61	31	6	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	33	0	0	2	14	8	57	4	29	335	22	0	28	54	18	338	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	30	0	0	10	77	2	15	1	8	344	45	1	61	34	4	344	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	37	0	0	9	56	6	38	1	6	344	33	2	58	31	8	343	37	3	70	23	4	347
How much time do you spend reading at home each day?																						
A. more than one hour	7	0	0	3	100	0	0	0	0	343	16	5	48	43	5	343	22	3	67	25	4	346
B. 20 minutes to an hour	60	0	0	14	54	10	38	2	8	343	48	1	65	29	5	345	46	2	68	26	4	346
C. less than 20 minutes	9	0	0	1	25	2	50	1	25	338	20	0	32	54	14	339	18	1	56	36	8	343
D. I rarely read at home.	23	0	0	3	30	4	40	3	30	336	16	0	45	38	18	339	14	0	50	40	10	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	30	0	0	3	23	8	62	2	15	340	33	0	41	49	10	341	29	1	56	36	7	343
B. six to ten pages	30	0	0	8	62	3	23	2	15	342	19	2	57	33	8	343	21	2	62	31	5	344
C. eleven or more pages	40	0	0	10	59	5	29	2	12	341	48	2	60	31	7	344	50	3	68	25	5	346
Optional school/SAU question																						
A.	0										50	0	0	100	0	339						
B.	0										0											
C.	0										38	0	0	100	0	337						
D.	0										13	0	100	0	0	350						

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 3
SAU: Auburn School Department
School: Park Avenue Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 362–380)	2006-2007	9	20	25	10	1985	14
	2007-2008	10	18	38	14	2277	17
	2008-2009	4	9	36	14	2328	17
	Cum. Total*	23	16	99	12	6590	16
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 342–360)	2006-2007	20	43	139	53	6990	51
	2007-2008	22	40	122	44	6764	50
	2008-2009	20	47	141	54	7045	52
	Cum. Total*	62	43	402	51	20799	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 326–340)	2006-2007	13	28	72	28	3673	27
	2007-2008	18	33	94	34	3504	26
	2008-2009	13	30	62	24	3137	23
	Cum. Total*	44	31	228	29	10314	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 300–324)	2006-2007	4	9	24	9	1193	9
	2007-2008	5	9	23	8	1044	8
	2008-2009	6	14	20	8	997	7
	Cum. Total*	15	10	67	8	3234	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	27.6	57.5	30.5	63.5	31.5	65.6
A. Number	20	42	11.1	55.5	12.4	62.0	12.8	64.0
B. Data	8	17	5.1	63.8	5.7	71.3	6.1	76.3
C. Geometry	8	17	4.9	61.3	5.5	68.8	5.5	68.8
D. Algebra	12	25	6.4	53.3	7.0	58.3	7.1	59.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 3
 SAU: Auburn School Department
 School: Park Avenue Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	43	4	9	20	47	13	30	6	14	342	259	14	54	24	8	346	13507	17	52	23	7	348
Ethnicity																						
African American/Black	9	0	0	3	33	2	22	4	44	332	20	0	45	30	25	338	407	7	37	32	24	338
American Indian or Native Alaskan	0										2					99	7	47	38	7		344
Asian or Pacific Islander	3										8	0	50	38	13	340	223	25	45	24	7	350
Hispanic	1										6	17	83	0	0	355	162	6	44	35	15	341
Caucasian/White	30	4	13	16	53	8	27	2	7	345	223	16	55	23	6	347	12616	18	53	23	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	12	1	8	3	25	6	50	2	17	336	62	6	37	42	15	339	2204	6	36	36	22	338
No	31	3	10	17	55	7	23	4	13	344	197	16	60	18	6	349	11303	19	55	21	4	350
Current LEP																						
Yes	11	0	0	3	27	5	45	3	27	334	13	0	38	38	23	337	412	7	37	35	21	339
No	32	4	13	17	53	8	25	3	9	344	246	15	55	23	7	347	13095	18	53	23	7	348
Economically disadvantaged																						
Yes	23	1	4	9	39	9	39	4	17	337	117	7	48	35	10	342	5727	10	48	31	12	343
No	20	3	15	11	55	4	20	2	10	347	142	20	60	15	6	350	7780	23	55	18	4	351
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	43	4	9	20	47	13	30	6	14	342	259	14	54	24	8	346	13501	17	52	23	7	348
Gender																						
Female	23	1	4	16	70	5	22	1	4	345	128	11	60	21	8	346	6568	16	52	24	8	348
Male	20	3	15	4	20	8	40	5	25	338	131	17	49	27	8	347	6939	18	53	22	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	8	1	13	2	25	3	38	2	25	338	34	3	47	35	15	338	2300	4	43	39	14	340
No	35	3	9	18	51	10	29	4	11	343	225	16	56	22	7	348	11207	20	54	20	6	350
Gifted/talented program																						
Yes	0										0						155	73	26	1	0	368
No	43	4	9	20	47	13	30	6	14	342	259	14	54	24	8	346	13352	17	52	23	7	348

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
 Grade: 3
 SAU: Auburn School Department
 School: Park Avenue Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	1	50	1	50	0	0	342	7	11	39	39	11	342	5	9	38	32	21	340
B. less than one hour	70	4	13	15	50	8	27	3	10	344	82	15	59	21	6	348	80	19	54	22	5	349
C. one to two hours	21	0	0	4	44	3	33	2	22	337	8	16	42	32	11	345	13	16	51	24	9	347
D. more than two hours	5	0	0	0	0	1	50	1	50	322	3	0	13	50	38	329	3	6	31	39	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	44	4	21	7	37	5	26	3	16	346	47	22	51	20	8	349	40	25	51	17	7	351
B. good	35	0	0	7	47	5	33	3	20	334	38	10	57	24	9	344	45	14	56	24	6	348
C. fair	21	0	0	6	67	3	33	0	0	344	11	0	68	29	4	345	12	7	49	34	10	343
D. poor	0										5	0	46	46	8	341	3	3	35	43	20	337
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	37	2	13	8	50	4	25	2	13	344	35	21	57	16	6	350	38	23	52	19	5	351
B. They match some of what I have learned.	33	2	14	8	57	4	29	0	0	349	44	14	57	23	6	347	45	16	56	22	6	348
C. They match just a little of what I have learned.	23	0	0	4	40	5	50	1	10	338	14	3	58	33	6	343	12	10	45	33	12	343
D. There is no match.	7	0	0	0	0	0	0	3	100	305	7	0	26	42	32	331	5	5	35	38	22	338
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	26	0	0	3	27	7	64	1	9	334	21	8	45	34	13	342	17	8	45	34	13	342
B. about the same as my regular schoolwork	48	2	10	12	60	5	25	1	5	347	58	15	60	19	6	348	59	19	55	21	5	350
C. easier than my regular schoolwork	26	2	18	4	36	1	9	4	36	340	21	17	44	29	10	345	24	20	51	21	8	349
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	10	0	0	1	25	1	25	2	50	318	15	3	57	22	19	340	15	8	41	35	15	341
B. 30–45 minutes	19	0	0	6	75	2	25	0	0	346	20	10	59	22	8	345	29	16	54	23	6	348
C. 45–60 minutes	14	2	33	2	33	0	0	2	33	346	26	11	64	16	9	347	32	21	55	19	5	350
D. more than 60 minutes	57	2	8	10	42	10	42	2	8	343	40	22	45	29	3	350	25	21	53	20	6	350
How often do you use calculators in mathematics class?																						
A. almost every day	9	1	25	1	25	2	50	0	0	344	8	5	15	60	20	334	6	6	33	39	23	337
B. two or three days a week	19	0	0	6	75	1	13	1	13	347	11	7	54	21	18	342	12	15	55	22	8	348
C. two or three times each month	28	0	0	8	67	3	25	1	8	340	33	8	71	17	4	347	26	20	56	19	5	350
D. never or almost never	44	3	16	5	26	7	37	4	21	340	48	21	51	22	6	349	56	18	52	23	7	348
How often do you use hands-on materials in mathematics class?																						
A. almost every day	58	3	12	7	28	11	44	4	16	339	46	11	49	31	9	344	37	14	51	27	9	346
B. two or three days a week	19	1	13	6	75	1	13	0	0	350	30	20	62	11	8	350	27	20	55	19	6	350
C. two or three times each month	14	0	0	4	67	0	0	2	33	336	13	18	61	15	6	349	19	22	53	19	6	350
D. never or almost never	9	0	0	3	75	1	25	0	0	348	11	7	55	34	3	346	18	15	51	26	8	347
Optional school/SAU question																						
A.	0										50	0	50	25	25	342						
B.	0										0											
C.	0										38	0	33	67	0	334						
D.	0										13	100	0	0	0	368						